



# BEAUCHAMPS HIGH SCHOOL

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## Special Educational Needs & Disability Policy (SEND)

School Policy/Procedure No: 32

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Special Educational Needs and Disability (SEND) Link Governor – Mr Paul Strange c/o Beauchamps High School.

*“Every teacher is a teacher of every child including those with SEND.”*

Our actions and our strategic vision for the support of students at Beauchamps High School embrace the overriding philosophy that early intervention starts with Quality First Teaching.

The aim of the Learning Support Department is to identify, monitor and support students with a wide range of additional needs to access the curriculum and to make expected and better than expected progress.

To this end we aim to ensure that after evaluation and where appropriate in consultation with a range of professionals, a package of personalised support is implemented, assessed and reviewed at regular points throughout the academic year.

In this way we are able to ensure that the model we endorse is that of:

Assess – Plan – Do – Review

This supports our responsibility to our stakeholders, the students; that the funding which we receive to provide that which is “additional to and different from” a traditional experience. It ensures that we are operating in a person centred way, student and outcome focused and providing good value for money.

This policy should be read in conjunction with the school policies on: *Supporting Pupils With Medical Conditions, Equal Opportunities, Access Arrangements and Anti-Bullying*

## **AIMS**

It is the intention of Beauchamps High School to provide a high quality inclusive experience for every student in the school. The Leadership of the school have high aspirations in relation to outcomes for students with additional or special educational needs.

This is to ensure that students who attend our school achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood whether this is in the form of employment, further education or training.

This is an outcome-focused response and moves away from the traditional model, which is based around the "hours of support" and "Velcro" in class support. Instead, in addition to in class support we aim to provide a range of Learning Support which meet students' individual needs.

To fulfil these expectations the school:

- Will embrace the guidance outlined in the SEND Code of Practice 0-25 May 2015, operating within its framework to provide support to students who have additional and special educational needs. This is implemented with a graduated response to individual needs and starts with Quality First Teaching
- Has a well-developed programme of Continual Professional Development which enhances Quality First Teaching. The SENCO provides staff with guidance on Teaching and Learning for students who experience difficulty accessing the curriculum due to their additional educational needs
- Supports the SENCO and Learning Support Department who provide teaching staff with One Page Profiles and One Plans which are designed in consultation with the student and often parents and intended to provide all staff with information, which will inform and guide the personalisation of the classroom experience for learners
- Have an expectation that any in class support is well directed and firmly focused on learning.
- Support a SENCO who works closely with other professionals and agencies who can contribute to the provision for individual students and their families and which support high quality teaching. Parents are supported to have a good understanding of the effectiveness of the support put in place by the school

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice 0-25 May 2015 describes the four broad categories of need as:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/or Physical Needs

These areas give a broad overview of the range of needs which practitioners should plan for. We recognise that individual learners can often have needs which are identified as being in some, most or all of these areas and that these needs may change over time.

As such our response should be person centred, graduated and always based on an understanding of their needs and personal strengths and should seek to address and support them all. This is achieved by using evidence based interventions which are targeted at areas of difficulty and where required embrace the use of specialist equipment or technology.

This will help to overcome any barriers to learning and participation for students and support them in engaging with a broad and balanced curriculum and in their ability to make at least good progress over time from KS2 to KS4. Where students are identified as making slow or horizontal progress due to their specific needs this progress may be relative to their starting points.

Other factors may contribute to a negative impact on progress but are not considered to be a Special Educational Need. The primary factor of being placed on SEND Support being in receipt of an Education Health and Care Plan (EHCP) must be an educational need. These other factors might include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not equate to SEND but the SENCO will consult with students and parents to ensure that any reasonable adjustments are made)
- Attendance and Punctuality
- Health and Welfare
- English and Additional Language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Any concerns relating to a student’s behaviour are assessed to ascertain the underlying cause of the behaviour as a response to an educational need.

The Code of Practice states that students are only identified as SEND if they do not make adequate progress despite a consistent diet of Quality First Teaching and appropriate interventions.

Beauchamps High School supports teaching staff to be responsible and accountable for the progress and development of students in their classes. This includes being involved in the planning for and monitoring of the progress of students who access support from additional adults. High quality teaching, which is differentiated for individual students, is the first response to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of quality teaching.

The school monitors and reviews the standard of Teaching and Learning through its observation schedule and appraisal programme. Teachers are formally observed three times a year and the Headteacher, senior staff and pastoral team conduct regular learning walks.

The identification of underachieving students by Senior Leaders, Heads of Department, Heads of Year and the SENCO allows the school to ensure the quality of teaching for all students is good or better. There is a dedicated email address, which staff can use to report concerns about student progress during periods between data collection.

Where a need for further training or development is identified, staff are supported to broaden their understanding of teaching students with High Incidence, Low Need and Low Incidence, High Need.

The SENCO may decide it is appropriate in line with the graduated response to place a student on the SEND register for SEND Support. This involves consultation with the student, their parents and the student’s teachers. Assessment data is analysed to evaluate student progress in line with their peers within the school, nationally and in the context of national expectations. This includes a range of high quality assessment tools which provide the SENCO with standardised scores and quantified data to establish areas of specific need.

Where a higher level of need is identified it may be necessary to consult with specialist teachers, other educational and health care professionals or Educational Psychologists to conduct more specialised assessments in order to further develop both understanding and response to these additional needs.

This may but not always result in a decision to apply for an Education Health and Care Plan in order to ensure we are funded sufficiently to employ the range of provisions which will enhance the students’ educational experience and support them to make at least expected progress. There is still an opportunity to apply to the Local Authority for additional funding without the need for an EHCP.

In order to ensure that the range of additional support is appropriate Beauchamps High School follows the recommended approach of:

- The graduated approach at Beauchamps High School is linked to our student centred approach, which places the individual needs of the students firmly as a priority. We are less concerned with a way of thinking about SEND students as being more or less able but in developing the understanding of our teachers in how to respond to the individual needs of the students and in making their experience as personalised as possible. Where it is important to understand the specific nature of a diagnosis, staff will be given training and support appropriate to the teaching of the student.

The cycle of ASSESS – PLAN – DO – REVIEW at Beauchamps High School is described in the following paragraphs:

- Once needs have been assessed, a package of support is planned to meet the individual needs whatever they may be. This may include a range of services including in class support that is well-managed and focused on progress, learning and outcomes. Other services may include access to an Occupational Therapist, Speech and Language Therapist, Specialist Teacher, Counsellor or Educational Psychologist.
- Once any additional support has been commissioned it is carried out for a specific duration. This will depend on the type of support but will be reviewed at least every term if not sooner to ensure that it is effective, having a meaningful impact and providing value for money. If an intervention or part of this support package is not working we will re-evaluate and recommend an alternative intervention.
- Once the duration of the intervention is completed hard data supports our evaluation. Has the student made progress? Has the support been effective? Would it be effective to run the programme again? Is there better solution?

These questions allow us to make decisions based on evidence and which support our development of the services offered to an individual student. Outcomes from these interventions are shared with teachers and feed into students' individual One Plan. This ensures that students and parents are informed of development, continuing areas of needs and provisions, which are made to support these needs. It also allows teaching staff to implement strategies from individual work which will have a positive impact on students' progress in class.

These One Plans are live documents that are designed to be redrafted in consultation with the student and often their family to ensure there is a cohesive approach from all members of our community as we strive to maximise the opportunities and outcomes for these learners.

Where additional expense is incurred to meet the needs of the students in excess of the low cost, high incidence SEND funding the school receives, the SENCO will request further funding from the Local Authority in order to meet these needs. This funding comes from the High Needs Block and covers any expenditure in excess of £6,000. If it is necessary to engage additional services, students and parents are consulted as the process continues and other professionals involved provide reports to the school and to parents.

Where it becomes clear that a student is consistently not making progress despite a range of support being put in place, an alternative and more specialist setting may be more appropriate to meet the young person's needs. The SENCO in consultation with the Headteacher, the student and their family will begin the process of gathering evidence of interventions carried out by the school and will engage with the Local Authority via SENCAN in order to support the student in to a more appropriate setting. This would only occur in cases where the school had exhausted its own and additional resources and where the student was still not able to make progress.

## **EXITING THE SEND REGISTER**

It is always an ambition of the school that the support which is put in place at whatever level will result in the student making progress in line with their peers. If this progress is sustained over time then it will always be the intention of the school to reduce the level of support the student receives.

If this is the case we may recommend that a Statement or EHCP is no longer appropriate and this would be done at the student's Annual Review meeting. Where students appear on the SEND register of SEND support it may mean that they are monitored before being removed from the register completely. At Beauchamps High School this would result in them being recorded as an N on our MIS (Management Information System) and would make staff aware that there was a level of need. This allows a 'class-watch' level of awareness from teaching staff.

A student would only be removed if they had evidenced sustained progress over time with a level of support which has been faded back to the point where any progress is achieved independently.

## **SUPPORTING STUDENTS AND FAMILIES**

At Beauchamps High School student and parental engagement is very important, our school website clearly signposts the [Local Authority Local offer](#) and provides parents and carers with our [SEND Information report](#), a parent's guide to the SEND Information report as well as links to the DfE guidance to the SEND Code of Practice for parents. There are links to flow charts which support parental understanding of the new processes for application for an EHCP as well as how to appeal a decision they may be unhappy with.

The school has positive links with other agencies who are able to support the family in a variety of ways, to challenge poor attendance or offer support dealing with behaviour in the home. Where the school feels it is appropriate a referral may be made to one of these agencies or to a Health or Social care professional.

The admission arrangements for the school are available in a separate document which can be accessed via the school's website. In addition the school adheres to the Admissions Code of Practice in ensuring that young people with SEND are treated fairly. We consider applications from students who have SEND but do not have an EHCP on the basis of our published admissions procedures. We would not refuse to admit a student who has SEND because we feel we could not meet their needs or because they do not have an EHCP. Where a child has an EHCP the student and family will have named the school they decide is best able to meet the needs of the young person in their EHCP.

At Beauchamps High School we work to ensure that all students including those with SEND have fair access to internal and external examinations. This includes appropriate access arrangements which reflect the student's normal way of working. This might include an application for 25% extra time, the option to use a reader or a scribe.

Where it is identified that a student will require this support, the SENCO will organise the appropriate standardised testing by the in-house specialist assessor, whose qualifications are regularly updated, which provides the information the Joint Council for Qualifications (JCQ) require to validate the support. This application also must paint a picture of need that shows the student's current conditions in lessons and why additional support is needed. Where students will require these additional arrangements for exams this testing is carried out in Year 9 and then again in Year 11 to ensure that students have correct access arrangements in place, that arrangements are still used and appropriate, and for these arrangements to be amended if required. The SENCO is supported by the school's examinations officer to make these applications online. Students who join the school or stay on into the Sixth Form will always be re-tested.

Beauchamps High School work closely with our feeder primary schools to ensure effective transition arrangements are in place. The SEND Manager or SENCO will attend Year 5 and Year 6 reviews where appropriate and all vulnerable students are offered a package of additional visits to ensure that they are confident in their choice and are able to make the best possible start to their Secondary education.

We work with the student, parents, their Primary School teacher and SENCO to produce a one page profile in readiness for their start at Beauchamps High School so that their needs are recorded and any specific planning or modifications are in place when they arrive at the school so that the best possible transition is made.

Where students leave the school we will provide their next school with any and all appropriate information about their level of need and the planning which has taken place to support these needs. This would include all details contained in their SEND file, reports from specialist teachers and other professionals.

Where students are making the transition to another Post 16 provider we will ensure that time is spent in Year 11 supporting the young person to make a positive transition. This may mean that they spend some time at the new provision and in some cases they may attend some lessons there. Again all relevant information will be passed to the new setting in order to fully support the student and the provider in getting it right.

## **SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that students at school with medical conditions should be properly supported so that they may have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2015.

Some students may also have SEND and may have a statement and/or EHCP which brings together health and social care needs, as well as their educational provision. Further guidance can be obtained by reading the school's policy on supporting pupils at school with medical conditions.

## **MONITORING AND EVALUATION OF SEND**

The school operates on the model of ASSESS-PLAN-DO-REVIEW in order to ensure that any and all progress is monitored and to ensure that the quality of provision we offer students is evaluated regularly. In this way we aim to constantly refine and improve on our 'School Offer' to students who require additional support. All students with SEND are recorded in the SEND Register which is accessible to all staff.

## **TRAINING AND RESOURCES**

As previously stated, a comprehensive programme of professional development is established at the school. Where it is identified, through learning walks and observation, that staff require further training and development the SENCO and Deputy Headteacher in charge of Continuous Professional Development will encourage staff members to undertake specific training. This will be conducted in-house by the SENCO or one of the Learning Support team members with a specific area of expertise. We also use external providers to ensure that members of the Learning Support department have opportunities to develop relevant and useful skills.

A system of induction is in place within the school and all new members of teaching staff meet with the SENCO or SEND Manager in order to fully understand the expectations on them as part of the graduated response, on their statutory obligations in providing High Quality Teaching and to learn the systems and structures in place around the schools SEND provision. The SENCO will also brief individual staff as well as groups of staff and even the whole school when required.

The SENCO will regularly attend SEND Cluster and Local Authority Update meetings as well as attend training sessions which support the schools response to local and national updates.

## **ROLES AND RESPONSIBILITIES**

The role of the SEND Link Governor is to monitor and oversee the work of the SENCO and the schools compliance with current legislation the SEND Code of Practice. The link Governor, Mr Paul Strange, meets with the SEND Manager at least once a term to discuss the provision and gain an understanding of the progress students are making. The SEND Governor is also briefed on funding arrangements for students with SEND and has an understanding of the interventions and support which is facilitated by this funding.

The SEND Teaching Assistants/Learning Support Assistants are deployed using a curriculum model where they are predominantly based within a subject area. This allows them to develop skills in this area which maximise their impact. Additional adults are expected to be guided appropriately by teaching staff in order to be fully engaged in teaching and

learning. Resources are provided to staff as well as training to ensure that they have a good understanding of appropriate ways in which to use their additional adult support.

The designated teacher for Safeguarding is our Deputy Headteacher (Students) Mr Darren Windeatt who is also designated teacher for Looked After Children.

The member of staff responsible for managing the school's response for meeting the medical needs of students is Mrs Johanne Edwards (First Aid Officer) and Miss Clarkson (SENco).

## **STORING AND MANAGING INFORMATION**

Records and files pertaining to individual students are kept until the student reaches the age of 25 years, unless forwarded to the student's next school/educational institution. In the case of students with EHCPs records are retained by the school until the student reaches the age of 30 years. After this time they are destroyed as confidential waste.

## **REVIEWING THE POLICY**

This SEND policy will be reviewed once a year in the first instance to take into account the fluid nature of the current SEND reforms. The school wants to ensure that this document as well as the schools SEND Information Report are 'live' documents which reflect the current practice of the school. As this practice will be reviewed and refined over time it is only right that the policy document is reviewed and refined.

## **ACCESSIBILITY**

Statutory responsibilities: The Disabilities Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on schools and Local Authorities to increase over time the accessibility of schools for disabled students. Please see the schools Accessibility Policy for further guidance. The One Plans produced by the SENCO/SEND Manager and Learning Support are used with students who require access arrangements, modified equipment or resources but who may not have a special educational need. In this way all relevant information about the students' individual needs is transmitted to the teachers and done so in consultation with the student and their family as well as any healthcare professionals.

All key staff are contactable via email and by telephone. Staff are contacted directly via email and through our school switchboard or their school mobile phone number in the case of senior staff.

## **DEALING WITH COMPLAINTS**

If you have a complaint relating to the provision for an individual student then in the first instance please contact the SENCO either by telephone or email. If you do not feel this is appropriate then please refer to the school's Responding to Concerns and Complaints Policy.

## **BULLYING**

Beauchamps High School has a comprehensive Anti-Bullying Policy and is still committed to the Every Child Matters agenda. We have a strong pastoral team who challenge poor behaviour at break and lunch time and there is good support for more vulnerable students at social times with a number of staffed 'safe places'. Where there are clear social communication issues students will be worked with on social stories to help scaffold their understanding of behaviour in these contexts. The Anti-Bullying Policy can be accessed via the school's website.

**Note:** All data on Special Educational Needs stored in school is only shared in accordance with the school's Privacy Notice (eg other educational establishments, Local Authority, DfE)